



The Right to Dream

Promising Practices Improve
Odds for Latino Men and Boys



The Right to Dream: Promising Practices Improve Odds for Latino Men and Boys

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About Hispanics in Philanthropy (HIP)

HIP brings together grantmakers to find solutions to the structural underfunding of one of the nation's greatest resources: the growing U.S. Latino community. In doing so, HIP provides information, referrals and advice to foundations seeking to support Latino leadership and capacity building; supports Latino leaders in philanthropy, from the newest to those already in the top tier; seeds capacity building for Latino nonprofits at the local level, and promotes philanthropic collaboration and investment in areas of critical need, including aging, LGBTQ, Latino men and boys, education and other issues.

For more information, please visit www.hiponline.org.

About the report

The current research results from a partnership between Hispanics in Philanthropy (HIP) and The California Endowment. The study was a joint effort between HIP, Frontline Solutions, and independent consultants as part of HIP's ongoing work to increase support for Latino Men and Boys.



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Letter from HIP Leadership



Nelson I. Colón

For 30 years, Hispanics in Philanthropy has invested in Latino leaders and communities to build a more prosperous and vibrant America and Latin America. By partnering with foundations, corporations, and individuals, HIP addresses the most pressing issues facing Latinos. In advocating for philanthropic resources, producing cutting-edge research, and providing our membership network with opportunities to learn from the best and brightest to develop best practices, we believe that HIP can reduce the persistent underfunding of Latino communities and help strengthen the institutions and leaders in those communities that are the drivers of positive social change. This report, the first of its kind, was born out of our partnership with The California Endowment.

With this paper, we hope to build support for Latino Men and Boys by framing the particular challenges that they face and highlighting initiatives that not only help Latino men and boys to overcome barriers, but engage them to excel in surmounting those difficulties.

This paper would not be possible without the groundbreaking work of the organizations highlighted here and their visionary leaders:



Diana Campoamor

- **Myrna Melgar, of Mission Economic Development Agency (MEDA) in San Francisco, California**
- **Eric Jonas, of El Vínculo Hispano in Siler City, North Carolina**
- **Erika Almiron, of Juntos in Philadelphia, Pennsylvania**
- **Josefina Mata, of El Concilio Campesino del Sudeste (CCS) in Las Cruces, New Mexico**
- **Melinda Wiggins, of Student Action with Farmworkers in Durham, North Carolina**
- **Pam Martinez, of Padres y Jóvenes Unidos in Denver, Colorado**
- **Alex Sanchez, of Homies Unidos in Los Angeles, California**
- **Daniel “Nane” Alejandrez, of Barrios Unidos in Santa Cruz, California**
- **David Lucas “Luke” Smith, M.D., of El Futuro in Durham, North Carolina**

In addition, we would like to extend warm recognition of the effort put forward by Elizabeth Vance, Lacy Serros, Cheryl Brownstein-Santiago, Frontline Solutions, and the entire HIP team to collect, organize and analyze the data and information presented in this report. Dr. Manuel Pastor from the University of Southern California helped to frame and contextualize this paper, his input and guidance were essential.

Finally, we would like to issue a challenge to the grantmaking community to join HIP in an effort to assert the right to dream for Latino men and boys.

Nelson I. Colón,
Board Chair

Diana Campoamor
President

Foreword



Manuel Pastor

America has finally begun to recognize that its demographic future will be different than its demographic past. Increasingly, pundits focus on the implications of a changing electorate, health professionals talk about how to reach emerging populations, and educators discuss revamping curriculum to better prepare the next generation.

The new conversation has focused attention on an old problem: the lagging economic and social indicators for men and boys of color. Perhaps most significant is that the concern about racial inequality is no longer driven purely by a sense of injustice but also by a worry that America's competitiveness will slip if we do not skill up those who will be the future workforce. It's a welcome and positive shift in the debate – and one to which this report contributes.

What this report adds to the conversation, however, is a focus on the specificities of the challenges facing Latino men and boys. Past analysis has often explicitly and implicitly focused on Black men and boys – and the worrisome statistics on Black male outcomes, particularly persistent over-incarceration and under-employment, suggest that such specific (and culturally conscious) attention is clearly warranted. It's also the case that the fate of African Americans is a bellwether for the nation: The Black struggle for social justice and civil rights has always been key to the struggle for full inclusion of all groups in the American Dream.

At the same time, Latinos have become the major driver of overall demographic change in the U.S. For example, Latino males between the ages of 10 and 24 now outnumber similarly aged Black males by 2.6 million. Demographic projections indicate that Latino males in this age category will grow by 3.7 million between 2013 and 2040 while the Black male population in that age category will grow by less than 70,000 (and young White men of this age will actually decline by 2.6 million). As a result, completing the analytical picture and looking forward to the future requires also paying attention to the nuances of the situations of Latino men and boys.

This report seeks to do exactly that, highlighting both the problem and the promise. It spells out the challenges facing young Latino males, such as an economy failing to deliver middle-class jobs – but it also lifts up helpful practices, such as job training programs to shift workers from low-paying sectors to more sustainable employment. It rightly stresses the educational crisis signaled by high dropout rates and lower pay for teachers working in heavily Latino districts – but it also points to innovative community organizing to disrupt the school-to-prison pipeline, new efforts to engage whole families in school governance, and inspiring programs that incorporate older adults in mentoring and skill-building.

The report also stresses the growing consensus on the importance of place, noting how environmental disparities in exposures to toxics and access to healthy food affect youth development. And while it emphasizes the key role of cultural and language competency in delivering appropriate services to Latino populations, it also challenges Latino culture itself, noting, for example, that mental health services, often viewed through a critical or suspicious cultural lens, should really be embraced as part of an overall package to improve community health.

Of course, one very specific issue affecting young Latinos is immigration. Anyone working with young people has witnessed the tremendous difference in economic and social outcomes for those affected by President Obama's 2012 decision to launch Deferred Action for Childhood Arrivals (DACA) – the program that granted a stay from deportation for those individuals brought illegally to this country at a young age. Overnight, employment, licenses, and mobility became possibilities – and the palpable sense of new hope combined with the immediate economic benefits of having people work to their full potential suggest just how important immigration reform may be to young Latinos.

But it's more than the status of the youth themselves: In California, for example, about one-sixth of the state's children have at least one undocumented parent and lifting the shadow of insecurity facing these parents would significantly improve the lives of many second generation Latinos. Taking such an intergenerational approach to policy is key, and this report highlights that fact as well as the need to leverage family dynamics, encourage civic engagement, partner with public systems, and reinforce cultural identity.

And while the report rightly highlights specific nuances of the realities facing young Latino males – that is, after all, the niche it is trying to fill – the authors recognize that Latinos are part of a broader fabric: Latino male outcomes are intrinsically bound with those of African American males, who are often part of the same communities and America as a whole will benefit if we insure that the Black and Latino young people can achieve and contribute their full potential.

Finally, the report recognizes a fundamental truth and challenge. Americans love it when someone beats the odds, rising above the problems of a dangerous neighborhood, inadequate schools, and culturally insensitive systems. But while celebrating individual mobility and *ganas* (or ambition) is key, the real task for policy makers, philanthropists and others is to change the odds, working to insure that structural barriers fall and successes become easier over time.

That is up to all of us. While this report is a reflection on what is, it is most significantly a call to action for what can and should be.

Adelante,



Manuel Pastor

Los Angeles, California

Executive Summary

A positive vision of the future is critical for young people as they navigate the perils of their teenage years toward a successful, healthy adulthood. However, faced daily with evidence that the cards are stacked against them, young men of color continue to fall behind. This report seeks to gather the lessons learned from existing equity initiatives that address the particular realities and challenges faced by Latino men and boys.

Priority Investments

This report is organized around five experiences that define social and economic equity for men and boys of color, which in turn highlight nine priorities that require our attention and investments in order to remove structural barriers to success and allow young Latino men to see a clear path toward a positive future.

Our Economy's Missing Middle explores how trends that squeeze communities of color out of the middle class, which began more than 40 years ago, were accelerated during the Great Recession.

1. Building Assets with Latino Families
2. Seizing Opportunities to Shift Youth to Higher Paying Sectors

Our Broken Education-to-Employment Pipeline looks at how our educational system and accountability-focused reforms have underserved young men of color and pushed them out of the school-to-career pipeline.

3. The Schoolhouse as an Incubator for Democracy
4. Inviting Latino Families Into the Classroom
5. Building Pathways to Careers

Too Many Men of Color Are Missing explores the inequitable incarceration rates of African American and Latino men, as well as their risk of dying from violence.

6. Disconnecting the School-to-Prison Pipeline
7. Developing the Leadership of At-Risk Young Immigrant Men
8. Prisoner Reintegration

Where We Live Is Killing Us explores how where we live shapes life expectancies and particularly the disproportionate effect of environmental risks on communities of color.

9. Addressing Cultural Barriers to Health Access

Searching for a Stable Foothold Despite Disruptive Immigration Policies explores how a shifting legal context impacts how young Latino men envision, plan for, and work toward a future in the U.S.

Winning Strategies

This report identifies six winning strategies employed in multiple promising practices, across multiple sectors. As we consider how to structure investments in priority areas, these strategies should be our road map.

Intergenerational Relationships

Although the common understanding of intergenerational services focuses on the role of senior citizens as volunteers in community services¹, the promising practices profiled in this report include both this more traditional model, as well as models that connect youth to adult allies in empowering ways, where youth mentor young adults or where youth advocates ally with adult advocates. These models build off and reinforce Latino cultural competencies in forming and maintaining intergenerational relationships, and not merely with peer groups. These relationships allow youth to both benefit from the experience, maturity and advice of their adult allies and help them to transition to adulthood with a higher level of comfort in their peer and leadership roles.

Building on the Importance of Families

Families are the building blocks of the Latino worldview, around which life is organized². Many of the promising practices profiled in this report take into account and build on the important role of family in the lives of Latino Men and Boys. Participants are encouraged to involve their parents in group activities, and staffers reach out to parents to ensure they support their sons' participation in programming. Men follow their wives to health clinics, and families are strengthened to prevent violent or criminal behavior among at-risk youth.

Civic Engagement

Engaging young men in efforts to level the playing field helps them to see themselves as agents of change, even as they come to recognize the structural inequities that stack the deck against them. As young Latino men come to recognize that their individual experiences are indicative of structural barriers to success, many of the promising practices described in this report engage them in changing society and work against their becoming further alienated. These programs provide youth with the support they need to identify, analyze and address instances of injustice.

Partnerships with Public Systems

Many of the promising practices described in this report leveraged partnerships with public systems to broaden the scope of their programming, enabling them to provide additional, specialized services to their participants, who might otherwise not access those services. Serving as a bridge between and advocate for marginalized populations is a critical role for nonprofits. As Latino-led and Latino-serving nonprofits mature, they are forging equal partnerships with public systems to bring needed services to their constituents.

Reinforcing Cultural Identity

Young Latino adolescents, as members of a disadvantaged minority group, grapple with questions of cultural identity³. Many of the promising practices described in this report help young men to learn about Latino history, in the U.S. and Latin America, to counter the alienating effects of the predominant Euro-American curriculum.

Addressing Immigration Status

The promising practices identified in this report take into account the immigration status of Latino Men and Boys and help to increase the stability of their lives, despite the uncertainties caused by a shifting legal context.

1 Eheart, B. K.; Hopping, D.; Bauman Power, M.; and Racine, D. (2005). Intergenerational Community as Intervention, Occasional Paper #3. Generations of Hope, Annie E. Casey Foundation. Accessed at <http://www.aecf.org/upload/publicationfiles/eheart.pdf> on 11.6.13

2 Marin, G., & Triandis, H. C. (1985). Allocentrism as an important characteristic of the behavior of Latin Americans and Hispanics. *Cross-cultural and national studies in social psychology*, 69, 80. Accessed at http://saveethnicstudies.org/assets/docs/proven_results/Academinc-and-social-value-of-ethnic-studies.pdf on 11/7/13.

3 Quintana, S.M. & Scull, N.C. (2009) Chapter 6, Latino Ethnic Identity in Handbook of U.S. Latino Psychology, pp 81-90. Accessed at http://www.sagepub.com/upm-data/29836_Chapter6.pdf on 11.7.13.

Priorities and Strategies to Change the Game for Latino Men and Boys

This table graphically summarizes the winning strategies employed in each of the case studies featured in each priority investment area. When considering an investment to improve outcomes for Latino men and boys, consider investing in the priority areas listed below and how your grantees leverage these strategies in combination

Source: Elizabeth Marie Vance

Critical Areas of Intervention

	Inter-generational Relationships	Building on the Importance of Families	Civic Engagement	Partnerships with Public Systems	Reinforcing Cultural Identity	Addressing Immigration Status
Winning Strategies						
Economics						
Building Assets with Latino Families		●	●		●	●
Seizing Opportunities to Shift Youth to Higher Paying Sectors	●			●		●
Education						
The Schoolhouse as an Incubator for Democracy	●		●		●	●
Inviting Latino Families Into the Classroom	●	●		●	●	
Building Pathways to Careers	●		●	●		
Violence and Incarceration						
Breaking the School-To-Prison Pipeline	●		●			
Developing the Leadership of At-Risk Young Immigrant Men	●	●	●	●	●	●
Prisoner Reintegration		●		●	●	
Social Determinants of Health						
Addressing Cultural Barriers to Health Access		●				

Introduction

HIP holds a vision of an America where all young men hold dreams of success close to their hearts. As we know, a positive vision of the future is critical for young people as they navigate the perils of their teenage years toward a successful, healthy adulthood. However, faced with daily evidence that the cards are stacked against them, young men of color continue to fall behind.

Faced with enduring social inequities, experienced particularly by boys and men of color, major U.S. foundations began to fund initiatives to address the social and economic barriers faced by men and boys of color. In 2010, these types of investments represented nearly \$40 million in philanthropic funding, according to a 2012 Foundation Center report⁴.

Given our country's history and the untenable outcomes for African American men and boys, most of this body of work is focused on African Americans men and boys, from which we can learn as we make investments focused on Latino men and boys. The commonalities and differences between the experiences of African American and Latino men and boys determine the impact of interventions and require our attention and study. This report seeks to gather the lessons learned from existing equity initiatives that address the particular realities and challenges faced by Latino men and boys.

Many of these structural inequities are shared among Latino and African American men and boys, and can be bridges to connection. For young Latinos and African Americans, "the social context is very similar because they live in similar communities, with about the same qualities of schools and neighborhoods and parks ... and the school-to-prison pipeline is the same" said Belinda Reyes, Ph.D., director of the César E. Chávez Institute at the San Francisco State University College of Ethnic Studies.

At the same time, our nation's changing demographics demand that we come to understand the particular realities faced by Latino men and boys. Latino men and boys represent a larger, younger group than any other population of men and boys of color. Current estimates indicate that there are 7.3 million male Latinos between the ages of 10 and 24 (22 percent of the total number of males in that age group), compared

For young Latinos and African Americans, "the social context is very similar because they live in similar communities, with about the same qualities of schools and neighborhoods and parks ... and the school-to-prison pipeline is the same.

-Belinda Reyes, Ph.D.

with 4.7 million African Americans (14 percent) and 1.6 million Asian Pacific Islanders (5 percent)⁵. The median age of U.S.-born Latino men and boys in 2010 was 17, half the median age of some non-Hispanic Whites and Asian men. Non-Hispanic Black males had a median age of 30, with 34 for Asian men and 40 for non-Latino White men⁶.

The promising practices described in this report are the innovative, responsive programs of grassroots

Latino-led and Latino-serving nonprofits. HIP is lifting up these innovative practices to distill the winning strategies they employ. Many of these organizations are small, agile nonprofits that have been able to respond swiftly to opportunities and changing conditions. However, many of these organizations also lack the internal capacity to adequately measure their impact. Therefore, while HIP ideally would present best practices, the programs featured here are best described as promising practices.

⁴ Shah, S. and Sato, G. (2012) "Where Do We Go From Here? Philanthropic Support for Black Men and Boys." Foundation Center retrieved 1.21.13 from http://foundationcenter.org/gainknowledge/research/pdf/osf_bmb.pdf see table on page 19

⁵ Estimates for 2013 derived by USC's Center for the Study of Immigrant Integration from U.S. Census Bureau, 2012 National Population Projections (NPP), Table 1. Projected Population by Single Year of Age, Sex, Race, and Hispanic Origin for the United States: 2012 to 2060, Middle Series.

⁶ Motel, Seth. (2012) "Statistical Portrait of Hispanics in the United States, 2010." Pew Research, Hispanic Trends Project. retrieved 1.21.13 from <http://www.pewhispanic.org/2012/02/21/statistical-portrait-of-hispanics-in-the-united-states-2010/#4> See Table 9

Learning From Promising Practices

This report is organized around five situations that characterize social and economic inequity for men and boys of color. Each section includes a review of promising practices and lessons learned, as well as initial analysis about how those lessons could be applied to the Latino Community

1 Our Economy's Missing Middle

Explores how trends that began more than 40 years ago to squeeze communities of color out of the middle class were accelerated during the Great Recession.

- Building Assets with Latino Families
- Seizing Opportunities to Higher Paying Sectors

2 Our Broken Education-to-Employment Pipeline

Looks at how our educational system and a national obsession with testing and consequences have marginalized young men of color and pushed them out of the school to career pipeline.

- The Schoolhouse as an Incubator for Democracy
- Inviting Latino Families Into the Classroom
- Building Pathways to Careers

3 Too Many Men of Color Are Missing

Explores the inequitable incarceration rates of African American and Latino men, as well as their risk of dying from violence.

- Breaking the School-to-Prison Pipeline
- Developing the Leadership of At-Risk Young Immigrant Men
- Prisoner Reintegration

4 Where We Live Is Killing Us

Focuses on how where we live shapes life expectancies and particularly the disproportionate effect of environmental hazards on communities of color.

- Address Cultural Barriers to Mental Health Services

5 Searching for a Stable Foothold Despite Disruptive Immigration Policies

Explores how a shifting legal context affects the ways young Latino men envision, plan for, and work toward a future in the U.S.

Our Economy's Missing Middle

The U.S. economy has transformed over the past 40 years from a manufacturing powerhouse to a knowledge and service economy. As part of this transformation, unionized manufacturing jobs have disappeared along with much of our middle class. These high-paying jobs allowed minorities without college degrees to support families, build assets, and join the ranks of the middle class. The new information economy includes professionals of all ethnicities on the top rungs of the jobs ladder; however, the bottom rungs are made up of African American and Latino service workers. Economic mobility is increasingly rare as the gap between the rungs becomes wider in terms of income disparities, educational requirements, and asset accumulation.

The Great Recession further exacerbated these trends as Latino and African American families watched their assets diminish, their income decline, and traditional occupations disappear.

These combined changes have left between a quarter and a third of all African and Latino families in poverty in 2017, while nearly a third of all Latino, Black and Asian children live in poverty.

African American and Latino families lost their homes, or watched their homes lose their value, at disproportionate rates. According to a recent study by the Pew Research Center: "From 2005 to 2009, the median level of home equity held by Hispanic homeowners declined by half—from \$99,983

These combined changes have left between a quarter and a third of all African and Latino families in poverty in 2017, while nearly a third of all Latino, Black and Asian children live in poverty.

to \$49,145—while the homeownership rate among Hispanics was also falling, from 51% to 47%.⁸ Because their homes are where most American families place their wealth, the housing crisis resulted in the erosion of household wealth among communities of color, particularly among Latino and African American families, who lost 66 percent and 53

percent of their household wealth, respectively⁹.

The recovery has skipped over the beleaguered middle class and the largely minority bottom rungs of the jobs ladder. The top 1 percent of income earners captured 95 percent of the income gains during the three-year recovery, according to a recent study by economist Emmanuel Saez of the University of California, Berkeley. "In sum, the top one percent incomes are close to full recovery while bottom 99 percent incomes have hardly started to recover;¹⁰" Saez noted.

Finally, the Great Recession eliminated many middle-class jobs, manufacturing, skilled construction, and office administration jobs that were traditionally held by minorities. These middle-class job losses accounted for two-thirds of the jobs that disappeared during the recession, but less than a quarter of the job growth during the recovery – that means, those middle class jobs are gone for good. As of 2010, more than 70 percent of employed Latino men work in construction, logistic or services and earn on average between \$538 and \$437 per week, or between \$27,976 and \$22,724 annually, assuming they are able to secure year-round employment.

7 Cohn, D'Vera. (2011). "Hispanic Poverty Rate Highest In New Supplemental Census Measure." Pew Research, Hispanic Trends Project. retrieved 1.21.13 from <http://www.pewhispanic.org/2011/11/08/hispanic-poverty-rate-highest-in-new-supplemental-census-measure/>

8 Kochhar, R., Fry, R. and Taylor, P. (2011). "Wealth Gaps Rise to Record Highs Between Whites, Blacks, Hispanics Twenty-to-One" Pew Research: Social and Demographic Trends. retrieved 1.21.13 from <http://www.pewsocialtrends.org/2011/07/26/wealth-gaps-rise-to-record-highs-between-whites-blacks-hispanics>

9 Kochhar, R., Fry, R. and Taylor, P. (2011). "Wealth Gaps Rise to Record Highs Between Whites, Blacks, Hispanics Twenty-to-One" Pew Research: Social and Demographic Trends. retrieved 1.21.13 from <http://www.pewsocialtrends.org/2011/07/26/wealth-gaps-rise-to-record-highs-between-whites-blacks-hispanics/>

10 Saez, E. (2013). "Striking it Richer: The Evolution of Top Incomes in the United States (Updated with 2012 preliminary estimates)." UC Berkeley retrieved 1.21.13 from <http://elsa.berkeley.edu/~saez/saez-UStopincomes-2012.pdf>

Earnings and Employment by Occupation, Race, Ethnicity, and Sex, 2010

Median usual weekly earnings of full-time wage and salary workers by occupation, sex, race, and Hispanic or Latino ethnicity, 2010

Occupation	Asian		White		Hispanic or Latino		Black or African American	
	Men	Woman	Men	Woman	Men	Woman	Men	Woman
Management, professional, and related occupations	\$1,408	\$1,143	\$1,273	\$932	\$1,002	\$789	\$957	\$812
Sales and office occupations	\$715	\$643	\$761	\$600	\$589	\$532	\$596	\$577
Natural resources, construction, and maintenance occupations	\$733	\$406	\$730	\$537	\$538	\$362	\$707	\$616
Production, transportation, and material moving occupations	\$596	\$479	\$661	\$473	\$510	\$385	\$576	\$469
Service occupations	\$555	\$473	\$559	\$423	\$437	\$387	\$498	\$420

Employed people by occupation, sex, race, and Hispanic or Latino ethnicity, 2010 (percent distribution)

Occupation	Asian		White		Hispanic or Latino		Black or African American	
	Men	Woman	Men	Woman	Men	Woman	Men	Woman
Total	100%	100%	100%	100%	100%	100%	100%	100%
Management, professional, and related occupations	47.7	46.1	34.8	41.5	15.3	24.1	23.5	33.8
Sales and office occupations	17.6	25.2	16.7	32.6	14.1	31.7	18.3	30.7
Natural resources, construction, and maintenance occupations	6.7	0.6	18.1	1.0	26.5	1.7	11.9	0.7
Production, transportation, and material moving occupations	12.9	6.7	16.8	4.9	22.4	9.3	25.1	6.5
Service occupations	15.1	21.3	13.6	20.1	21.8	33.2	21.2	28.3

Source: Bureau of Labor Statistics, U.S. Department of Labor, The Editor's Desk, Earnings and employment by occupation, race, ethnicity, and sex, 2010 on the Internet at http://www.bls.gov/opub/ted/2011/ted_20110914.htm (visited January 21, 2014).

Building Assets With Latino Families

Winning Strategies:

Cultural Reinforcement
Building on the Importance of Families
Addressing Immigration Status
Civic Engagement

The Mission Economic Development Agency (MEDA) in San Francisco works to build the assets of Latino families in that city. MEDA helps families to identify their financial goals, and to develop and follow a plan to achieve those goals. Then it provides families financial tools related to their goals. MEDA uses an interactive model that assigns participants a coach to work one-on-one with families, screening for additional benefits they might be eligible to receive

MEDA helps families to identify their financial goals, and to develop and follow a plan to achieve those goals. Then it provides families financial tools related to their goals.

and providing financial education. Coaches also refer clients to the products and programs that address their goals, such as access to banking, lending circles, individual development accounts, secured credit cards, and tax preparation. In addition, MEDA provided business development training and support to entrepreneurs, homeownership preparation to aspiring home buyers, and foreclosure prevention services.

Cultural Competency: In order to provide asset development tools to Latino families, MEDA first has to convince potential clients that these financial services are for them and are part of their community. MEDA actively competes against predatory financial services available in the neighborhood, such as check cashers whose customer services and marketing explicitly appeal to the Latino community. MEDA offers all of its services in Spanish and ensures that the photos of people in their marketing materials reflect their community. In addition, it conducts research in the community to ensure that its materials and curriculum are understandable, given the community's literacy level, and that it communicates effectively with community members. For example, its business development programming builds in interventions to address the community's low digital literacy, lack of formal education and discomfort with formalizing a business transaction. In addition, MEDA ensures that financial counseling takes into account the cultural values of its community in addition to

its asset development mission. For example, in its foreclosure prevention work, MEDA takes into account the cultural and family values that keep older adults attached to a property and helps them to stay in their homes, despite their house-rich and cash-poor status, which might otherwise appear to make selling the property the more obvious economic choice.

Building on the Importance of Families: MEDA has an integrative service model, and it seeks to reach all adults in a household, once a family member accesses its services. For example, through working with a mother providing financial education services, MEDA will seek to engage her husband in the business development program, and their children in workforce development programming.

Addressing Immigration Status: MEDA structures its program offerings to respond to the immigration status of individuals in its community. For example, its workforce development program seeks to shift young people, who are allowed to work under the Deferred Action for Childhood Arrivals (DACA) program, into higher paying jobs. Its business development program similarly responds to the service needs of undocumented immigrants who, being blocked from employment, start their own businesses.

Civic Engagement: MEDA also has a community organizing area that engages clients in policy issues linked to asset building.

Seizing Opportunities to Shift Youth to Higher Paying Sectors

Winning strategies:

Partnering with Public Systems
Intergenerational Relationships
Addressing Immigration Status

Faced with the collapse of the local poultry industry and new opportunities through Deferred Action for Childhood Arrivals, El Vínculo Hispano in Siler City, N.C., leveraged its existing income development program and youth groups to shift DACA eligible youth and adults into higher-paying jobs through legal aid, advising, job placement, and job and entrepreneurship training.

The poultry processing industry transformed Siler City in the past three decades - twice. With the growth of the industry, Siler City became a majority Latino city, and is now 52.5 percent Hispanic. When the last poultry processing plant closed in September 2011, the new Latino population was largely out of work. El Vínculo built out its Income Development Center. Today, El Vínculo Hispano is a multi-service center that works to help build understanding between Latinos and other local residents.

As Interim Executive Director Eric Jonas explained, when the Hispanic population stayed and grew despite the collapse of the poultry industry, it was eye opening for the non-Latino residents, who increased their support for economic development efforts, facilitating new partnerships for El Vínculo Hispano.

When the Hispanic population stayed and grew despite the collapse of the poultry industry, it was eye opening for the non-Latino residents, who increased their support for economic development efforts, facilitating new partnerships for El Vínculo Hispano

El Vínculo worked with area businesses to create a job board, particularly as local businesses began posting more jobs for bilingual applicants. El Vínculo also developed an innovative partnership in which it helped Central Carolina Community College, the local community college, offer its business development courses in Spanish. The community college developed the Basic-Skills Plus program that in two years brings students through an accelerated series of courses -- from English as a Second Language (ESL) and high school equivalency courses to trade certificate coursework., El Vínculo developed a suite of complementary programs, including computer literacy courses in a newly opened computer lab that is connected to the community college's system.

The computer lab is also a business incubator site for small business owners and entrepreneurs, who in many cases are barred from employment due to their immigration status. They meet with clients and use the computers, take classes at the center to build the skills they need to develop business plans, and participate in one-on-one advising with center staff as they navigate the monolingual county and city bureaucracy and make important decisions about their businesses. Finally, El Vínculo matches small businesses with interns seeking to broaden their work experience, splits the cost with the small businesses, and provides interns with soft-skills training.

El Vínculo's youth group, which has been active for more than 10 years and operates in three high schools and one middle school, develops the leadership of its 200 participants by supporting them to organize and structure community service projects and novel educational activities. Members design and implement four to five projects a year, from free computer training for community members to town clean ups. The leadership structure of the youth group is integrated into El Vínculo's governance structure; the youth group's president is a voting member of El Vínculo's board.

In 2012, youth group members were primarily interested in the implementation of the new federal Deferred Action program, given that 80 percent of them qualified to apply for it. El Vínculo's staff came to understand its potential when a youth volunteer, who was a construction worker despite having a business administration degree, was promoted to business manager of the same construction company once he received a work permit through DACA.

El Vínculo began to put together a suite of services with the youth group to shift Deferred Action-eligible youth and young adults out of the underground economy into better jobs, or job training and certifications.

In 2012, youth group members were primarily interested in the implementation of the new federal Deferred Action program, given that 80 percent of them qualified to apply for it.

El Vínculo brought a local legal aid nonprofit onboard to provide clinics, given that there were no immigration attorneys in town. Youth group members work with graduates of the General Educational Development (GED) tests and adults aged 28-29 to help them through the DACA process. El Vínculo connects new work permit holders to the Income Development Center and the local community college to pursue certification programs

that had previously been closed to them, such as electrical apprentice and certified nursing assistant programs.



Photo: National Compadres Network National Latino Father and Family Institute

Our Broken Education-to-Employment Pipeline

Our education system, charged with preparing the next generation of workers for the new economy, continues to produce inequality and remains disconnected from the labor market.

Education reform and educational policies are too often focused on accountability and not enough on the non-academic barriers to success. They have left the United States 17th in the developed world for education. What's more, due to inequitable school funding practices and a history of White flight to the suburbs, schools and districts that serve largely low-income, minority student bodies are chronically under-funded to serve the needs of their students. According to the Department of Education, "Teachers in elementary schools serving the most Hispanic and African American students are paid on average \$2,250 less per year than their colleagues in the same district working at schools serving the fewest Hispanic and African American students."¹¹ Within the education system, the modern culture of accountability has created perverse incentives for schools to remove any students who may affect their

Teachers in elementary schools serving the most Hispanic and African American students are paid on average \$2,250 less per year than their colleagues in the same district working at schools serving the fewest Hispanic and African American students

bottom line, by shuttling countless numbers of Latino and African American students into lower education tracks and removing them from school altogether through zero tolerance and other harsh discipline policies.

These practices have particularly dire impacts on youth of color. African American and Latino males are consistently under-served by the education system.

Dropout Rates Despite impressive declines in

dropout rates across the board from 2001 to 2011, African American and Latino boys continue to drop out at higher rates than their White peers, and Latino boys dropout at a higher rate still. While dropout rates for White boys declined from 7.9 percent to 5.4 percent from 2001 to 2011, the rate for African

American boys dropped from 13.0 percent to 8.3 percent over the same period. The rate for Latino boys in the U.S. was cut by more than half over the same period, from 31.6 to 14.6 percent. It remains substantially higher than either White or African American boys¹². However, the dropout rates among immigrant Latino boys dwarfs these statistics. In 2010, more than a third (35.8 percent) of Latino boys who were born outside of the U.S. dropped out of school¹³.

College Going and College Graduation The number of college-going males rose across the board from 1980 to 2010, with Hispanic men making great strides. In 1980, 83.5 percent (4,055,000 students) of college-going males were White, 8.8 percent (428,000) were African American, and 4.3 percent (211,000) were Hispanic. In 2010, the ratios had changed, but White men were still the majority of college-going males — 63.7 percent (4,862,000) were White, 12.9 percent (983,000) were African American, and 14.1 percent (1,080,000) were Hispanic males¹⁴. However, fewer than 20 percent of the Latinos who are enrolled in college graduate¹⁵. According to census data, in 2010, 30.3 percent of all men had at least four years of university education, while only 12.9 percent of Hispanic men did, compared with 17.7 percent for their African American peers.

African American and Latino students are out-performed by their White counterparts throughout their school years, while female students consistently outperform their male peers.

12 Digest of Education Statistics. Table 128: Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by sex and race/ethnicity: Selected years, 1960 through 2011. National Center for Education Statistics retrieved 1.20.14 from http://nces.ed.gov/programs/digest/d12/tables/dt12_128.asp

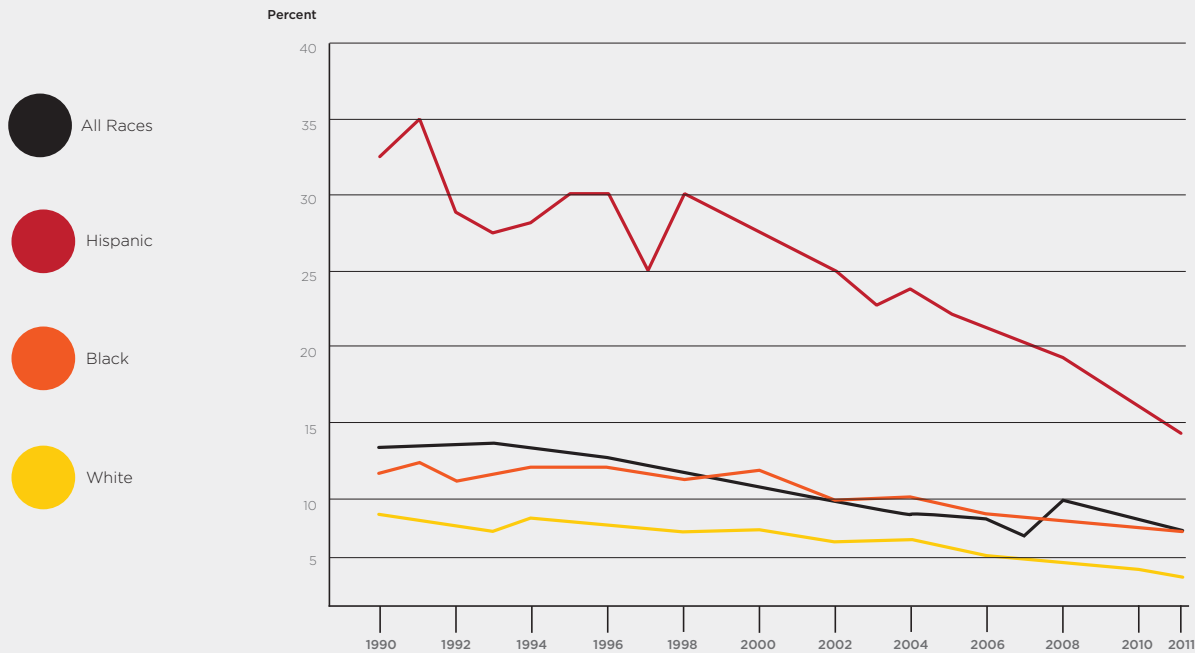
13 Digest of Education Statistics. Table 130: Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate) and number of status dropouts, by noninstitutionalized or institutionalized status, birth in or outside of the United States, and selected characteristics: 2010. National Center for Education Statistics retrieved 1.20.14 from http://nces.ed.gov/programs/digest/d12/tables/dt12_130.asp

14 Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., Wang, X., and Zhang, J. (2012). The Condition of Education 2012 (NCES 2012-045). U.S. Department of Education, National Center for Education Statistics. Washington, D.C. Retrieved 9.19.13 from <http://nces.ed.gov/pubsearch>. (pg. 165)

15 Lee, J.M., Contreras, F., McGuire, K.M., Flores-Ragade, A., Rawls, A., Edwards, K., Menson, R. (2011). "The College Completion Agenda: 2011 Progress Report Latino Edition." The College Board. Retrieved 1.2014 from http://media.collegeboard.com/digitalServices/pdf/advocacy/cca/latino/progress_report_latino_2011.pdf

11 "Revealing New Truths About Our Nation's Schools" (2012). CIVIL RIGHTS DATA COLLECTION (CRDC), U.S. Department of Education retrieved 9.19.13 from <http://ocrdata.ed.gov/Downloads/CMOCRTheTransformedCRDCFINAL3-15-12Accessible-1.pdf>

Dropout Rates of 16-Through 24-Year-Olds, by Race/Ethnicity: 1990 Through 2011



Source: National Center for Education Statistics

National Center for Education Statistics retrieved 1.20.14 from <http://nces.ed.gov/fastfacts/display.asp?id=16>

Reading According to the National Assessment of Educational Progress (NAEP), only White fourth graders performed on average at the Basic level from 1992 to 2011, while Hispanic and African American students scored Below Basic throughout the period. The NAEP is a national test with scores ranging from 0-500, and achievement levels from Below Basic, Basic, Proficient and Advanced. From 1992 to 2011, White students on average tested at the Basic level (208 to 237)¹⁶ with scores of 224 in 1992, 230 in 2009, and 231 in 2011¹⁷. Hispanic and African American fourth graders scored, on average, in the Below Basic performance level (207 or below)¹⁸ with scores of 192, 205, and 205 for African American students and scores of 197, 205, and 206 for Hispanic students¹⁹. This benchmark is critical because from fourth grade onward, students must rely on their reading skills to learn. From kindergarten to third grade, students learn to read; from fourth grade to

graduation, students must read to learn. Those who struggle to read, struggle to learn, and are at higher risk of failure and dropping out.

Math According to the National Assessment of Educational Progress (NAEP), while Hispanic and African American middle schoolers trail behind their White peers in Math. Proficiency in middle school math is a pathway to college and career success, as algebra (often introduced in middle school) is a gatekeeper subject. Beyond its daily use by professionals from the building trades to the tech industry, without algebra and a solid math foundation, many students wind up taking remedial math in college. This makes their path to a college or professional degree longer and costlier, and less within reach. Hispanic and African American eighth graders on average were able to reach the Basic level of math achievement over the period from 1990 to 2011, their White peers, who on average began the period with Basic math achievement, were approaching Proficient in math by 2011. From 1990 to 2011, White students on average tested at the Basic level (262 to 298)²⁰ with scores of 270 in 1990, and then began to approach Proficient in 2009 and 2011 with scores of 293 both years. In 1990 and 2009, African American eighth graders scored on

¹⁶ The NAEP Reading Achievement Levels by Grade. National Center for Education Statistics retrieved 1.20.14 from <http://nces.ed.gov/nationsreportcard/reading/achieve.asp#2009ald>

¹⁷ Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., Wang, X., and Zhang, J. (2012). The Condition of Education 2012 (NCES 2012-045). U.S. Department of Education, National Center for Education Statistics. Washington, D.C. Retrieved

¹⁸ <http://nces.ed.gov/nationsreportcard/reading/achieve.asp#2009ald>

¹⁹ Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., Wang, X., and Zhang, J. (2012). The Condition of Education 2012 (NCES 2012-045). U.S. Department of Education, National Center for Education Statistics. Washington, D.C. Retrieved 9.19.13 from <http://nces.ed.gov/pubsearch>. (pg. 203)

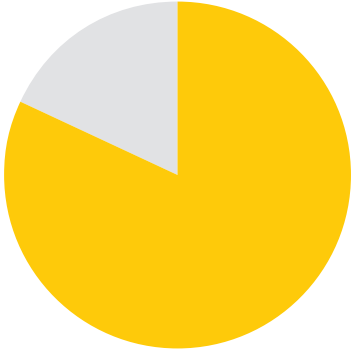
²⁰ <http://nces.ed.gov/nationsreportcard/mathematics/achieveall.aspx>

Schools Offering Advanced Courses by Black and Hispanic Enrollment

High Schools offering **Algebra II**



65% High Schools with **Highest** Black & Hispanic Enrollment

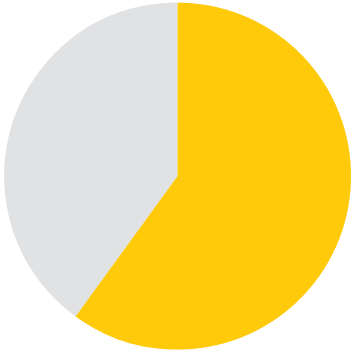


82% High Schools with **Lowest** Black & Hispanic Enrollment

High Schools offering **Physics**



40% High Schools with **Highest** Black & Hispanic Enrollment

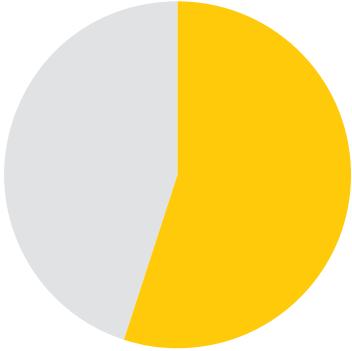


66% High Schools with **Lowest** Black & Hispanic Enrollment

High Schools offering **Calculus**



29% High Schools with **Highest** Black & Hispanic Enrollment



55% High Schools with **Lowest** Black & Hispanic Enrollment

Source: "Revealing New Truths About Our Nation's Schools" (2012). CIVIL RIGHTS DATA COLLECTION (CRDC), U.S. Department of Education retrieved 9.19.13 from <http://ocrdata.ed.gov/Downloads/CMOCRTheTransformedCRDCFINAL3-15-12Accessible-1.pdf>

average at the Below Basic level (261 or below)²¹ with scores of 237 and 261 respectively. In 2011, African Americans scored at the Basic level with an average score of 262²². Only in 1990 did Hispanic students score below Basic with an average score of 246, while in 2009 and 2011 they remained solidly at the Basic performance level with average scores of 266 and 270 respectively²³. This disparity has everything to do with the courses that are available to African American and Latino students, according to the U.S. Department of Education. “While 82 percent of the schools (in diverse districts) serving the fewest Hispanic and African American students offer Algebra II, only 65 percent of the schools serving the most African American and Hispanic students offer students the same course...Hispanic students make up 20 percent of the student body at high schools offering Calculus, but only 10 of the students taking Calculus.”²⁴

Students must attend school to succeed, and African American and Latino males are a chronically absent and suspended subgroup.

- **Chronic Absenteeism** According to survey results from 2011, at the eighth-grade level, 18 percent of White students, 21 percent of Hispanic students, and 23 percent of African American students reported missing three or more days of school in one month.²⁵ This is significant because, according to a report by the U.S. Department of Education, “In general, students with higher absenteeism have lower scores on the National Assessment of Educational Progress (NAEP) reading assessment.”²⁶
- **Suspensions** New research into out-of-school suspensions has shown shocking rates, with 30 percent of African American males having faced suspension in high school. Latino males are the second most suspended group at 16 percent. The rate for White students was 10 percent.²⁷ “In districts that reported expulsions under

zero-tolerance policies, Hispanic and African American students represent 45 percent of the student body, but 56 percent of the students expelled under such policies,” according to a U.S. Department of Education report.²⁸ This is particularly troubling because of new research that shows that being suspended one or more times in ninth grade is associated with a 32 percent risk of dropout, which is double the risk for those with no suspensions.²⁹

The Schoolhouse as an Incubator for Democracy

Winning Strategies:

Intergenerational Relationships
Civic Engagement
Reaffirming Cultural Identity
Addressing Immigration Status

Faced with profound structural inequities in the school system and untenable outcomes for Latino students, grassroots groups have engaged in powerful advocacy strategies to improve outcomes. The most successful of these groups, such as Juntos in Philadelphia, are able to support youth and

When Juntos began youth organizing two years ago, the youth perspective reinvigorated their advocacy to focus on breaking the school-to-prison and school-to-deportation pipeline.

families as they enter new areas of civic engagement, such as immigration reform, incarceration and economic justice. By engaging families in civic life, starting with schoolhouse issues, these groups return our schools to their initial promise as the testing ground for our democracy. Juntos started organizing mothers’ committees in 2006 to demand both bilingual staff to orient parents to school life and ESL courses for young people.

When Juntos began youth organizing two years ago, the youth perspective reinvigorated their advocacy to focus on breaking

of Suspensions in American Middle and High Schools. The Center for Civil Rights Remedies. Los Angeles, CA retrieved 9.19.13 from <http://civilrightsproject.ucla.edu/news/press-releases/2013-press-releases/out-of-school-and-off-track-reports-detail-disturbing-and-increased-use-of-suspensions>. (pg. 9)

28 “Revealing New Truths About Our Nation’s Schools” (2012). CIVIL RIGHTS DATA COLLECTION (CRDC), U.S. Department of Education retrieved 9.19.13 from <http://ocrdata.ed.gov/Downloads/CMOCRTheTransformedCRDCF3-15-12Accessible-1.pdf>

29 Balfanz, R., Byrnes, V., & Fox, J. (2013). Sent Home and Put Off-Track: the Antecedents, Disproportionalities, and Consequences of Being Suspended in the Ninth Grade. Paper presented at the Closing the school discipline gap: Research to practice, Washington, D.C.

21 Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., Wang, X., and Zhang, J. (2012). The Condition of Education 2012 (NCES 2012-045). U.S. Department of Education, National Center for Education Statistics. Washington, D.C. Retrieved 9.19.13 from <http://nces.ed.gov/pubsearch>. (pg. 207)

22 Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., Wang, X., and Zhang, J. (2012). The Condition of Education 2012 (NCES 2012-045). U.S. Department of Education, National Center for Education Statistics. Washington, D.C. Retrieved [9.19.13] from <http://nces.ed.gov/pubsearch>. (pg. 207)

23 Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., Wang, X., and Zhang, J. (2012). The Condition of Education 2012 (NCES 2012-045). U.S. Department of Education, National Center for Education Statistics. Washington, D.C. Retrieved 9.19.13 from <http://nces.ed.gov/pubsearch>. (pg. 207)

24 “Revealing New Truths About our Nation’s Schools” (2012). CIVIL RIGHTS DATA COLLECTION (CRDC), U.S. Department of Education retrieved 9.19.13 from <http://ocrdata.ed.gov/Downloads/CMOCRTheTransformedCRDCF3-15-12Accessible-1.pdf>

25 Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., Wang, X., and Zhang, J. (2012). The Condition of Education 2012 (NCES 2012-045). U.S. Department of Education, National Center for Education Statistics. Washington, D.C. Retrieved 9.19.13 from <http://nces.ed.gov/pubsearch>. (pg. 72)

26 Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., Wang, X., and Zhang, J. (2012). The Condition of Education 2012 (NCES 2012-045). U.S. Department of Education, National Center for Education Statistics. Washington, D.C. Retrieved 9.19.13 from <http://nces.ed.gov/pubsearch>. (pg. 72)

27 Losen, Daniel J. & Martinez, Tia Elena. (2013). Out of School & Off Track: The Overuse

the school-to-prison and school-to-deportation pipeline. In partnership with the Philadelphia mayor's office, they built Philly Goes to College, a citywide initiative to help all of Philadelphia's young students to access higher education, not just the top students. Juntos seeks to build the leadership of young men through an intergenerational, gender-specific organizing model that explicitly recruits and builds a core of engaged, organized young men. Juntos' staff facilitates two critical types of workshops that prepare young men to see themselves as leaders.

1. Youth oppression workshops with parents and youth. These prepare parents and their children to engage as peers in organizing campaigns and help them see their age differences as resources. Parents look to the youth for their unique perspective, energy and vision, and youth look to adults for their experience and knowledge.
2. Cultural competency trainings focused on Latino and immigration history. In addition to addressing a glaring gap in the public school curriculum, this workshop helps youths to identify with historic role models and to take pride in their heritage.

Juntos does the majority of its organizing in Spanish and

constructs campaigns that engage youths and their parents, reinforcing, building on, and developing family relationships and cultural identity. Juntos supports youths to identify and to take meaningful, effective action on their concerns.

Because Juntos roots its organizing on the conditions in the neighborhood, in contrast to the majority of youth immigration reform, the Juntos campaign doesn't focus on the "talented tenth"— the Dreamers — but rather on the school and neighborhood conditions that block the majority of undocumented and immigrant Latino youth from attending college: inequitable and insufficient funding, counselors who don't understand the immigrant youth experience, the school-to-prison pipeline and the school-to-deportation pipeline. Juntos' youth participants connected the immigration debate to the dropout rate, explaining that, if young people can't go to college because they're undocumented, there's tremendous pressure to drop out and start earning money. An early win for Juntos was when the school district agreed for Juntos youth to train the counselors, ESL teachers, and the bilingual counselor assistants about these issues and how to build trust with undocumented youth. As mentioned earlier, Juntos is now working with the mayor's office on a citywide initiative, to



Photo: Neighbors Link Collaborators. HIP Grantee

make college a real option for all of Philadelphia's young people. Building off of this effort, Juntos youth participants are engaging in other critical issues, such as immigration reform and fighting against the Secure Communities program, in partnership with their adult counterparts.

Inviting Latino Families Into the Classroom

Winning Strategies:

Partnering with Public System
Strengthening Families
Intergenerational Relationships

Resilience and school success are strongly impacted by factors outside of the traditional classroom, including poverty, health and family circumstances. The Concilio Campesino del Sudoeste (Concilio CDS Inc.) in Las Cruces, N.M., operates a foster grandparent program in partnership with schools throughout Southern New Mexico. Executive Director Josefina Mata believes that, as foster grandparents, these senior volunteers fill an important role in many Latino immigrant families. She explains that, while many immigrant families arrived without grandparents, the Latino family unit often is not limited to parents and children, but also includes grandparents, aunts and uncles to guide children and young people. The special respect accorded to grandparents makes seniors particularly effective tutors and mentors, both at school and in life.

Concilio Campesino del Sudoeste's Foster Grandparent program assigns volunteers 55 years and older to work at schools close to their homes. While Concilio CDS Inc. focuses on early childhood and primary education, volunteers are placed in schools from Head Start centers through the high school level. Foster Grandparents work one-on-one, or in small groups with struggling students to help them meet performance benchmarks for each grade. For example, they focus on independence skills in Head Start, on reading skills in early elementary, and on developing fine arts techniques in high school. Mata said that the emotional support and one-on-one attention from a Foster Grandparent gives underperforming students the confidence they need to keep trying.

Mata said that Foster Grandparenting is a reciprocal program, whereby older adults on limited incomes are re-engaged with their community. The program keeps them physically and mentally active and can help to fill the gap for those Foster Grandparents who don't have family in New Mexico. Finally, the program provides Foster Grandparents a minimal stipend to cover their participation costs. Concilio CDS Inc. provides



"Juntos youth on his way to the Pennsylvania State Capitol to fight for fair school funding." **Photo: Harvey Finkle**

Foster Grandparents with an orientation and monthly trainings, and it coordinates with the districts, schools and teachers to ensure that Foster Grandparents are effective in the classroom.

Building Pathways to Careers

Winning Strategies:

- Civic Engagement
- Cultural Reinforcement
- Intergenerational Relationships

When the public education system leaves young people unprepared for the world of work, innovative nonprofits build pathways into living-wage careers by linking with industry to provide contextualized learning opportunities, vocational training, and job training. Through career pathway programming, Student Action with Farmworkers (SAF) in North Carolina provides Latino men access to futures for which public schools did not prepare them.

Through its student organizing school, fellowships and summer college internships, Student Action with Farmworkers introduces young men, most often the children of farmworkers, to social change work through grassroots education, organizing and outreach work in the

Student Action with Farmworkers introduces young men, most often the children of farmworkers, to social change work through grassroots education, organizing and outreach work in the fields.

While young women also participate in both programs, SAF finds that young men, who have often worked in the fields themselves, are able to build trust more quickly with the predominantly male farmworkers. They connect with younger farmworkers as peers, while older farmworkers often see SAF participants embodying their hopes for their own children. SAF provides intensive training that helps them contextualize their own experience as farmworkers, so that when they meet someone who reminds them of their father, they not only

fields. In a recent survey of 120 alumni, more than 100 reported that they were working for a nonprofit, or in policy advocacy, worker rights, health or education. A small minority work for for-profit companies. SAF explicitly structures its programs like an internship, to reinforce that one can have a career and a profession, and still do social justice work.

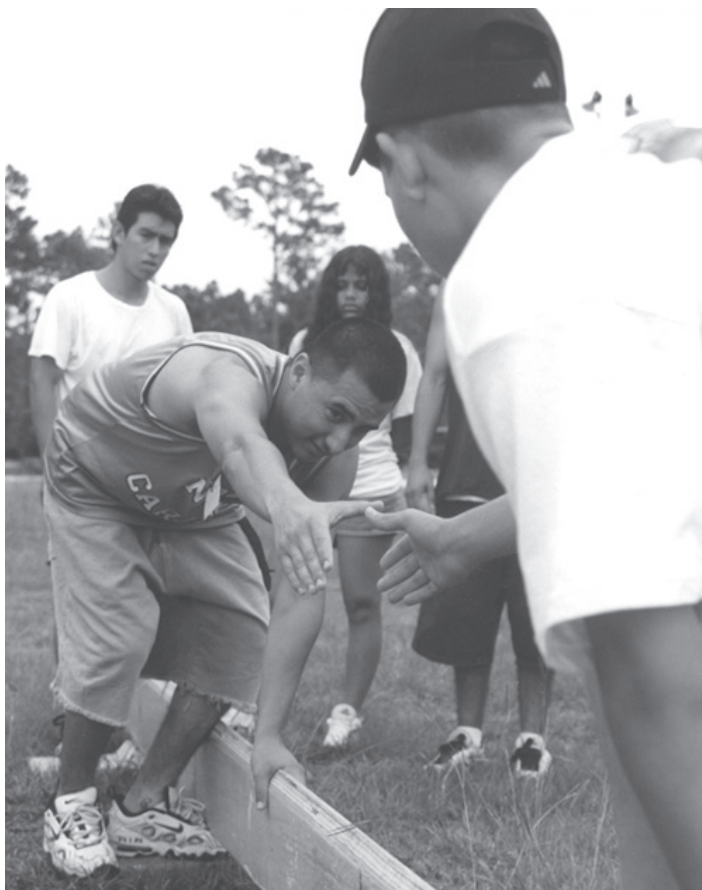


Photo: Student Action with Farmworkers

reflect upon his sacrifice, they also understand the forces that cause so many men to share their experience.

They connect with younger farmworkers as peers, while older farmworkers often see SAF participants embodying their hopes for their own children.

SAF alumni provide real-life proof that participants can make a career out of social change work. Participants interact regularly with alumni who are now doctors, lawyers, advocates, and organizers working with farmworkers, immigrants, and other marginalized communities. Alumni help SAF participants to learn about different careers, and educational or other

requirements. Through participating in SAF programming, participants are given the tools they need to connect their history and values with a career.³⁰

30 Interview Nov. 7, 2013 with Melinda Wiggins, executive director, Student Action with Farmworkers.

Too Many Men of Color are Missing

Too many men of color are in prison or dying from violence. The lives of African American and Latino men are severely interrupted by experiences with the criminal justice system.

“One in 15 Black adult men are serving time in prison or jail, as are one in 36 adult Hispanic men,” according to “Uncommon Common Ground: Race and America’s Future.”³¹ As children and young adolescents, they are more likely to be referred for adjudication and more likely to be detained in custody. School discipline more often results in the involvement of the justice system for African American and Latino youth. White students make up only 25 percent of referrals to law enforcement in schools, compared with 29 percent for Latino and 42 percent for African American students. Whites make up 21 percent of school-related arrests, compared with 37 percent of Latino students and 35 percent of African American students.³² Incarceration increases young men’s risks, including deterioration in mental and physical health, dropping out of school, recidivism, and future unemployment.

And yet, despite disparate incarceration rates, according to a report by the Centers for Disease Control and Prevention (CDC), violence is one of the leading causes of death among young people of color.

Violence is one of the leading causes of death among young people of color.

“Among 10 to 24 year-olds, homicide is the leading cause of death for African Americans; the second

leading cause of death for Hispanics; and the third leading cause of death for American Indians and Alaska Natives,” according to findings in the CDC report.³³ In 2012, the homicide rate among African American youth aged 10-24 was 51.5 per 100,000 people, compared with 13.5 per 100,000 Hispanics and 2.9 per 100,000 for non-Latino Whites.³⁴

Breaking the School-to-Prison Pipeline

Winning Strategies:

Intergenerational Relationships
Civic Engagement
Cultural Reinforcement

Padres y Jóvenes Unidos in Denver leverages intergenerational organizing to ensure that working-class Latino youth and parents sit at the policymaking table with the school district, police department, and city and state elected officials to dismantle the school-to-prison pipeline and expand educational opportunities for all students. Rooted in the historic Chicano struggles of the Southwest, Padres Unidos began organizing two decades ago to demand school reforms to end the drop-out/push-out crisis and racial inequities in student achievement among Denver’s diverse, majority-Latino student population. In 2001, youth came forward with a plan to join the effort as Jóvenes Unidos. Through a network of chapters at local public schools, organizers work with students and parents to identify problems, their impacts and root causes, and to resolve them by conducting primary research, analyzing data and policies, and organizing campaigns that win concrete changes to policies and practices.

Students identified “zero-tolerance” school discipline as one of the most important factors alienating and pushing out youth from schools. Jóvenes Unidos has taken the lead in the organization’s signature campaign to roll back the use of out-of-school suspensions, expulsions, school police tickets and arrests that disproportionately impact Latino, Black and Native American boys and young men. The youth group’s multi-year campaign generated a completely rewritten district discipline policy in 2008, a national policy landmark. By surveying students at schools in 2010, they found inadequate progress implementing the new policy and organized an accountability campaign that forged a collaboration with the district. They instituted annual district accountability report cards and schoolwide assemblies to ensure that all students’ basic rights and educational opportunities are protected and

31 Uncommon Common Ground: Race and America’s Future, Blackwell, Kwoh and Pastor, 2010

32 “Revealing New Truths About Our Nation’s Schools” (2012). CIVIL RIGHTS DATA COLLECTION (CRDC), U.S. Department of Education retrieved 9.19.13 from <http://ocrdata.ed.gov/Downloads/CMOCRTheTransformedCRDCFINAL3-15-12Accessible-1.pdf>

33 Youth Violence Data Sheet (2012) Center for Disease Control Retrieved on 1.24.14 from <http://www.cdc.gov/ViolencePrevention/pdf/yv-datasheet-a.pdf>

34 Youth Violence Data Sheet (2012) Center for Disease Control Retrieved on 1.24.14 from <http://www.cdc.gov/ViolencePrevention/pdf/yv-datasheet-a.pdf>

By building campaigns around common experiences, drawing out the impact of injustices, and dispelling prejudicial myths with sophisticated data and racial justice analysis, Padres y Jóvenes Unidos helps its predominantly low-income, Latino members to confront structural racism and reverse internalized oppression.

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Civic Engagement: Padres y Jóvenes Unidos develops its members' abilities to meaningfully engage in changing public policy and practice. Youth and adult members learn to identify, find, analyze and present the data they need through Freedom of Information Act requests, field observations and surveys, media commentary articles, press conferences, legislative lobbying, and candidate debates. Youth members went on a field trip to South Africa that helped them to see how, without accountability mechanisms, the values that are fought for cannot be implemented.

Intergenerational Relationships: Every six weeks, parents and youth gather at a public meeting to share the results of their work and struggles. They identify where their projects overlap and how they can support each other. These meetings help youth and parents identify their community as part of an extended family that leverages the strength of multiple generations.

advanced. In its continuing role as a state and national leader of the movement to end the school-to-prison pipeline, Padres y Jóvenes Unidos helped to pass a model state law in 2012 curtailing punitive school discipline in Colorado and a first-of-its-kind contract between the school district and the Denver Police Department to limit police involvement in discipline in Denver public schools.

Cultural Reinforcement: 75 percent of Padres y Jóvenes Unidos staff is Latino, African American and Asian American, ensuring that employees understand and effectively represent the communities they organize. By building campaigns around common experiences, drawing out

Developing the Leadership of At-Risk Young Immigrant Men

Winning Strategies:

- Cultural Reinforcement
- Building on the Importance of Families
- Partnering with Public Systems
- Civic Engagement
- Intergenerational Relationships
- Addressing Immigration Status

Homies Unidos works to build the leadership skills of young, at-risk primarily Central American men and women as a prevention strategy in the immigrant gateway city of Los Angeles. Faced with a profound gang connection and an equally profound disconnection with non-gang opportunities, Homies Unidos takes a unique approach to violence prevention by building the self-leadership and community-leadership of at-risk immigrant youth. Through a cognitive behavioral curriculum that seeks to transform the beliefs that shape how participants process information about the world around them, and in this way change their behavior, Homies Unidos covers a variety of topics including: leadership, drugs, violence, know your rights, socio-cultural awareness, education, and HIV prevention. Participants explore how they developed their current beliefs about each topic, what their actions have

Many of the young people who arrive in the U.S. as unaccompanied minors are already claimed by a gang and live with male relatives from the same gang, which makes their gang membership a profound part of their identity and family.

been, and the consequences of their actions. They are able to critically examine and take responsibility for their actions, while recognizing the influences in their lives that pushed them towards their actions. Finally, Homies Unidos asks each participant to make a pie chart of his/her values and priorities (family, school, money and friends, among others) and asks them to measure how much time and effort they give to each aspect of their life. Many participants find that, despite what they say they value above all, they invest the majority of their time in their friends, or fellow gang members. Homies Unidos supports them in matching their values with their life.

Addressing Immigration Status: Many program participants came to the U.S. as unaccompanied minors and live with relatives. They struggle to find the support and connections they need as teenagers at home with often male relatives, or at school among young people from other cultures and value systems. Due to the U.S. policies on deporting gang members, gangs that were born in Los Angeles have matured in Honduras, El Salvador, and Guatemala. Many of the young people who arrive in the U.S. as unaccompanied minors are already claimed by a gang and live with male relatives from the same gang, which makes their gang membership a profound part of their identity and family.

Partnering with Public Systems: Homies Unidos leverages relationships with public systems to provide programming to more youth and to bring additional expertise to their programs, while maintaining their independence and methodological integrity. Administrators and parent groups invite Homies Unidos to schools to work with students they've identified as being at risk. As a restorative justice type of program, Homies Unidos establishes clear protocols regarding their on-campus interventions, as well as clear communications regarding their role as a support to students, not as a disciplinary action. Similarly, while Homies Unidos invites a police officer to present to participants as part of the Know Your Rights segment, it does not collaborate with the police in any other way.

Leveraging Family: Homies Unidos strengthens participants' family relationships through eight-hour, intensive Family Wellness Workshops. At these day-long events, parents and caretakers learn new communication skills side by side with their children, among other families struggling with similar issues. Participants and their families learn about each other and present as a team on how they're attempting to overcome problems at home. Other participants provide feedback and support. Families leave with new skills and a feeling that they are not alone. This helps families to support their children as they apply what they've learned with Homies Unidos.

Cultural Reinforcement: Homies Unidos recognizes the importance of helping its participants develop an identity independent from their gang affiliation. To this end, it ensures that all of its instructors are both from the community their participants are from and have deep experience with the topic they're presenting on. For example, the HIV instructor is HIV positive and has received training as a health counselor. Homies Unidos builds into the curriculum cultural and historical education. In addition to their gang names, participants can identify with an indigenous name.

Intergenerational Relationships: Homies Unidos brings in current and former gang members to help young people chart a course out of criminal gang activities, in a way that won't get them in trouble with their gang. These mentors help young people transition out of a life of violence without

making themselves targets for retribution. They serve as role models and living testaments that another life is possible for the young males.

Civic Engagement: All program participants are invited to apply for the summer Leadership Fellowship, where they are supported to do something about the inequities they learn about in the curriculum. Applicants learn to fill out job applications and to dress for an interview. Successful applicants are paid \$10 an hour for 30 hours of training and action over the summer. Participants choose an issue that's impacting their life, learn about the political system and take action on that topic.³⁵

Prisoner Reintegration

Winning Strategies:

Cultural Reinforcement
Partnering with Public Systems
Building on the Importance of Families

Barrios Unidos of Santa Cruz, Calif., brings a spiritual and cultural approach to prisoner reintegration that starts inside

Barrios Unidos leverages the Latino cultural value of connection with the spiritual world as a means to address suffering.

both adult and juvenile detention facilities and continues after release. Through individual and group activities, Barrios Unidos seeks to develop healthy social skills, replace aggressive behavior with more acceptable behavioral options, and to provide youth with opportunities to practice new social skills.

Barrios Unidos recognizes that anti-social behavior demonstrated by participants derives from past trauma and contexts, such as neglect and abuse.

By introducing spirituality and establishing family relationships with inmates, Barrios Unidos helps participants to:

1. Develop impulse control and other skills to avoid, manage, mediate and resolve conflict, as well as other stressors that are associated with anti-social behavior.
2. Analyze the role of violence and drugs in their lives and to consider pro-social alternatives
3. Navigate the criminal justice system and establish links with local support services upon release

³⁵ Interview Dec. 6, 2013, with Alex Sanchez, executive director of Homies Unidos

These same interventions provide participants with positive, alternative peer groups and norms. Upon release, Barrios Unidos conducts a cleansing ceremony at a camp in the Santa Cruz Mountains to address the trauma of having been incarcerated, establishing healthy directions for their lives on the outside, and reaffirming the family relationships they formed while incarcerated.

Cultural Reinforcement: Barrios Unidos helps youths to develop a positive sense of identity by teaching them about their cultural backgrounds. Barrios Unidos leverages the Latino cultural value of connection with the spiritual world as a means to address suffering. Barrios Unidos applies the strategy that spiritual development leads to increased psychological health. Barrios Unidos uses spirituality as a protective factor as youth participants navigate adolescence: striving for purpose, desiring connectedness, experiencing confusion about one's future, and processing developmental challenges. For example, spiritual values influence youths' sense of control and healthy social connections, as well as their sense of safety and danger.

Leveraging Family: Barrios Unidos not only helps participants to re-establish and strengthen relationships with their families while incarcerated, it also helps participants to establish healthy family-like relationships with its staff. Barrios Unidos finds that family relationships further personal development in terms of cultural identity and to establish a positive sense of self.

Partnering with Public Systems: Barrios Unidos partners with detention centers across the state in order to work with young and adult men while they are incarcerated. In addition, Barrios Unidos runs an evening reporting center in Santa Cruz and coordinates with probation officers to link mentoring and referrals with case management. Barrios Unidos has been able to maintain its independent and culturally relevant approach even while partnering deeply with public systems.³⁶



³⁶ Interview with Daniel "Nane" Alejandre, executive director of Barrios Unidos Dec. 4, 2013

Where We Live Is Killing Us

Our health and, indeed, our life expectancy are strongly related to where we live. Clean air, healthy food, recreational spaces, good schools, good jobs, and adequate housing are quite often missing from low-income communities of color. The accumulated impact of these social determinants of health foreshortens the lives of Latino and African American families that live in these neighborhoods. The legacy of segregation concentrates poverty and excludes low-income communities of color from opportunity.

Over the past four decades, the level of economic segregation has increased. According to census data analyzed in the following table, from 1970 to 2009, the population living in the poorest areas increased from eight to 18 percent and the proportion of those living in the wealthiest areas increased from seven to 15 percent. Among Latino and African American families, increased income segregation over the same period is further exaggerated.³⁷

Segregation results in a confluence of factors that can overwhelm even the most persistent and determined efforts of individuals to take steps to improve their families' health. Because children spend more time in their neighborhood and depend more on public services, such as schools, parks and libraries that are supported by the local tax-base, income segregation is particularly impactful.³⁸

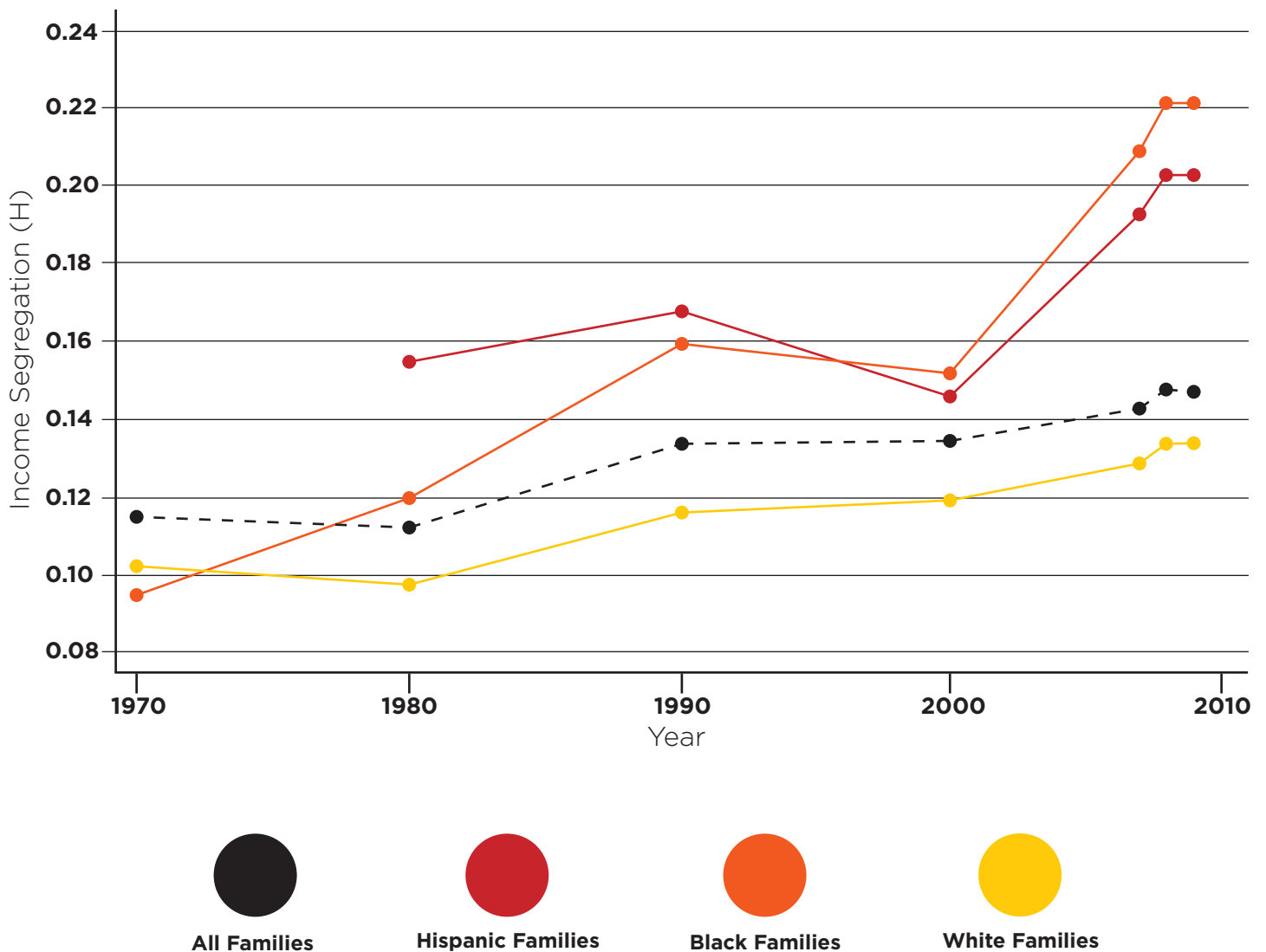
“African Americans, Hispanics, and American Indians are substantially more likely to live in high-poverty neighborhoods than non-Hispanic Whites. Today one in four African Americans, one in six Hispanics, and one in eight American Indians in metropolitan America lives in a census tract in which 30 percent or more of the population is in poverty. These rates starkly contrast with the estimated one in 25 non-Hispanic Whites who live in one of these tracts. But the high proportion of people of color in high-poverty communities is not solely the result of class differences: Even middle- and higher-income minorities live disproportionately in neighborhoods with high poverty.” — Pendall R, Davies E, Freiman L, and Pitingolo R. (2011). “A Lost Decade: Neighborhood Poverty and the Urban Crisis of the 2000s.” Washington, D.C.: Joint Center for Political and Economic Studies. As quoted in Wenger, M. (2012) *Place Matters: Ensuring Opportunities for Good Health for All, a summary of Community Health Equity Reports by the Joint Center for Political and Economic Studies and the Center on Human Needs, Virginia Commonwealth University and the Virginia Network for Geospatial Health research.*

37 Bischoff, K., & Reardon, S.F. (2013). Residential Segregation by Income 1970-2009. In R. Logan (Ed.), *The Lost Decade? Social Change in the U.S. after 2000* (forthcoming) New York: Russell Sage Foundation. (With Marek Hlavac) accessed 10.23.13 at <http://www.s4.brown.edu/us2010/Data/Report/report10162013.pdf>

38 Bischoff, K., & Reardon, S.F. (2013). Residential Segregation by Income 1970-2009. In R. Logan (Ed.), *The Lost Decade? Social Change in the U.S. after 2000* (forthcoming) New York: Russell Sage Foundation. (With Marek Hlavac) accessed 10.23.13 at <http://www.s4.brown.edu/us2010/Data/Report/report10162013.pdf>

Trends in Family Income Segregation by Race

Metropolitan Areas with Population >500,000



Source: Bischoff, K., & Reardon, S.F. (2013). Residential Segregation by Income 1970-2009. Bischoff, K., & Reardon, S.F. (2013). Residential Segregation by Income 1970-2009. In R. Logan (Ed.), *The Lost Decade? Social Change in the U.S. after 2000* (forthcoming) New York: Russell Sage Foundation. (With Marek Hlavac) accessed 10.23.13 at <http://www.s4.brown.edu/us2010/Data/Report/report10162013.pdf>

Note: Authors' tabulations of data from U.S. Census (1970-2000) and American Community Survey (2005-2011). Averages include all metropolitan areas with at least 500,000 residents in 2007 and at least 10,000 families of a given race in each year 1970-2009 (or each year 1980-2009 for Hispanics). This includes 116 metropolitan areas for the trends in total and White income segregation, 65 metropolitan areas for the trends in income segregation among Black families, and 37 metropolitan areas for the trends in income segregation among Hispanic families. Averages presented here are un-weighted. The trends are very similar if metropolitan areas are weighted by the population of the group of interest.

Addressing Cultural Barriers to Mental Health Services

Winning Strategies:

Building on the Importance of Families

Access to and utilization of mental health services have been obstacles in improving the health outcomes of Latino males. Even when Latino men and boys have access to these services, they do not utilize them at high rates because of the negative connotations associated with mental health services and discomfort with clinics in general. Cultural and language barriers undoubtedly play a part in their efforts to seek help. These obstacles have forced many organizations to change the way they think about attending their clients, especially in areas with large Latino male need. One mental health clinic and HIP grantee, El Futuro in Durham, N.C., has taken notice of the unique obstacles facing men. Since more than 80 percent

of the services El Futuro offers are focused on women, staff members always encourage men to participate in appointments as a couple. Through leadership teams that exhibit “cultural wealth leadership” — meaning that they honor and respect husbands who come in with their wives and families, as well as maintaining a completely bilingual staff that recognizes nuances in culture and nationality — El Futuro has been able to recruit men to participate in both mental health and substance abuse programs. Thanks to their deliberate effort to engage men, El Futuro has succeeded in providing treatment for men who initially were only coming to receive services “for their wife or partner.”

Photo: Clinica Tepeyac



Searching for a Stable Foothold Despite Disruptive Immigration Policies

Faced with the persistent environment of uncertainty created by the deportation of friends, family and community members — deportations reached 409,849 in 2012 — Latino men and boys are struggling to find stable ground upon which to build their futures. Concurrently, hundreds of thousands of undocumented young men are accessing education and securing their future in the U.S. for up to four years through the Deferred Action for Childhood Arrivals program. This shifting legal context impacts how young Latino men envision, plan for, and work toward a future in the U.S.

Enforcement of immigration policies coupled with increased integration with the criminal justice system has led to a climate of fear in immigrant communities. For example, the Department of Homeland Security's Secure Communities program gives Immigration and Customs Enforcement (ICE) access to the fingerprints of everyone held in participating jails in order to identify all those deportable under immigration law. These deportations destabilize families when children are forced into foster care and also reduce the family income by half when a parent is deported. This reality impacts entire communities when immigrant children, the children of immigrants, and their neighbor children grow up in fear of law enforcement officials and of being separated from their parents. Children often confuse the police with immigration officials. Finally, these children begin to associate all immigrants with undocumented status, and as a result they disassociate themselves with their immigrant heritage.³⁹

At the same time, undocumented young Latino men are registering through the Deferred Action program in order to secure work authorization and up to four years of reprieve from deportation, as well as, in some states, drivers' licenses and in-state tuition. The federal program was implemented on Aug. 15, 2012, and by June 30, 2013 more than half a million (537,662) applications had been received, of those nearly 75 percent (400,562) were approved and only one percent denied, according to a Migration Policy Institute analysis of the program's first year. It estimated that there are another half million eligible applicants and more than half million potentially eligible applicants (including those who are too young or without sufficient education).⁴⁰

The ethnic and gender breakdown of the applications warrant further review. The vast majority, more than 528,000 of

the applications, were from Latinos.⁴¹ Applications from young women (51.2 percent) have slightly outnumbered applications from young men (48.7 percent).⁴²

According to a national survey of 1,402 people ages 18-31 who were approved for DACA through June 2013, Deferred Arrival recipients had increased economic opportunities, such as getting a new job or opening a bank account, and were interested in

Many of the promising practices featured in this report are built around the particular needs of the undocumented population and/or leverage new rights conferred by DACA. As the legal status of undocumented families shifts, so too will effective programming.

applying for U.S. citizenship, if given the opportunity. However, two-thirds of this group reported that someone they knew personally had been deported, 14 percent reported that a parent or sibling had been deported, and 31 percent reported that a family member had been deported.⁴³

This issue threatens the well-being of Latino men and boys and their families, and shapes what strategies are most effective. Many of the promising practices featured in this report are built around the particular needs of the undocumented population and/or leverage new rights conferred by DACA. As the legal status of undocumented families shifts, so too will effective programming.

39 Joanna Dreby (2012) How Today's Immigration Enforcement Policies Impact Children, Families, and Communities: A view from the ground. Documenting the Undocumented Series. Center for American Progress.

40 Batalova, J., Hooker, S., Capps, R., Bachmeier, J.D. & Cox, E. (2013) Deferred Action for Childhood Arrivals at the One-Year Mark: A Profile of Currently Eligible Youth and Applicants. Migration Policy Institute, Issue Brief. No. 8 August 2013

41 Batalova, J., Hooker, S., Capps, R., Bachmeier, J.D. & Cox, E. (2013) Deferred Action for Childhood Arrivals at the One-Year Mark: A Profile of Currently Eligible Youth and Applicants. Migration Policy Institute, Issue Brief. No. 8 August 2013

42 Wong, T.K., García, A.S., Abrajano, M., FitzGerald, D., Ramakrishnan, K., Le, S. (2013) Undocumented No More: A Nationwide Analysis of Deferred Action for Childhood Arrivals, or DACA. The Center for American Progress

43 Gonzalez, R. G. & Terriquez, V. (2013) How DACA is Impacting the Lives of Those Who Are Now DACAmented: Preliminary Findings from the National UnDACAmented Research Project. Immigration Policy Center, American Immigration Council, Center for the Study of Immigrant Integration, University of Southern California

Conclusions: Building on the Strength of Latino Men, Boys, Their Families and Communities

This report highlighted nine priority investment areas and six cross-cutting strategies that require our attention and investment in order to remove structural barriers to success, so that young Latino men can see a clear path toward a positive future.

Priority Investment Areas

These priority investment areas map broad goals identified by the various Men and Boys of Color initiatives in philanthropy and government. The case studies featured in this report address particularly acute issues for Latino men and boys and/or build upon particular characteristics the Latino communities and families.

Our Economy's Missing Middle

1. Building Assets with Latino Families
2. Seizing Opportunities to Shift Youth to Higher Paying Sectors

Our Broken Education-to-Employment Pipeline

3. The Schoolhouse as an Incubator for Democracy
4. Inviting Latino Families Into the Classroom
5. Building Pathways to Careers

Too Many Men of Color Are Missing

6. Disconnecting the School-to-Prison Pipeline
7. Developing the Leadership of At-Risk Young Immigrant Men
8. Prisoner Reintegration

Where We Live Is Killing Us

9. Addressing Cultural Barriers to Health Access

Cross-cutting, Winning Strategies

The six winning strategies described below are key components of effective interventions with Latino men and boys. These strategies, in various combinations, will help us to tailor interventions to change the game for Latino men and boys. It will be our task over the coming years to better understand how and why these strategies best work so that we can effectively bring them to scale in order to impact generations of young Latino men.

1. Intergenerational Relationships

Although the common understanding of intergenerational services focuses on the role of senior citizens as volunteers in community services⁴⁴, the promising practices profiled in this report include both this more traditional model, as well as models that connect youth to adult allies in empowering ways, where youths mentor young adults or where youth advocates ally with adult advocates. These models build on and reinforce Latino cultural competencies in forming and maintaining intergenerational relationships, and not solely with peer groups. Intergenerational relationships allow youths to both benefit from the experience, maturity and advice of their adult allies, and also help them to transition to adulthood comfortable in peer and leadership roles among adults.

⁴⁴ Eheart, B. K.; Hopping, D.; Bauman Power, M.; and Racine, D. (2005). Intergenerational Community as Intervention, Occasional Paper #3. Generations of Hope, Annie E. Casey Foundation. Accessed at <http://www.aecf.org/upload/publicationfiles/eheart.pdf> on 11.6.13

2. Building on the Importance of Families

Families are the building blocks of the Latino worldview, around which life is organized.⁴⁵ Many of the promising practices profiled in this report take into account and build on the important role of family in the lives of Latino Men and Boys. Participants are encouraged to involve their parents in group activities, staffers reach out to parents to ensure they support their son's participation in programming. Men follow their wives to health clinics, and families are strengthened to prevent violent or criminal behavior among at-risk youths.

3. Civic Engagement

Engaging young men in efforts to level the playing field helps them to see themselves as agents of change, even as they come to recognize the structural inequities that stack the deck against them. As young Latino men come to recognize that their individual experiences are indicative of structural barriers to success, many of the promising practices described in this report engage them in changing society and work against their becoming further alienated. These programs provide youth with the support they need to identify, analyze and address instances of injustice.

4. Partnerships with Public Systems

Many of the promising practices described in this report leveraged partnerships with public systems to broaden the scope of their programming, enabling them to provide additional, specialized services to their participants, who might otherwise not access those services. Serving as a bridge between and advocate for marginalized populations is a critical role for nonprofits. As Latino-led and Latino-serving nonprofits mature, they are forging equal partnerships with public systems to bring needed services to their constituents.

5. Reinforcing Cultural Identity

Young Latino adolescents, as members of a disadvantaged minority group, grapple with questions of cultural identity.⁴⁶ Many of the promising practices described in this report help young men to learn about Latino history, in the U.S. and Latin America, to counter the alienating effects of Euro-American curriculum. As a report published by the National Education Association stated:⁴⁷ "As students of color proceed through the school system, research finds that the overwhelming dominance of Euro-American perspectives leads many such students to disengage from academic learning. Ethnic studies curricula exist in part because students of color have demanded an education that is relevant, meaningful, and affirming of their identities."⁴⁸

6. Addressing Immigration Status

The promising practices identified in this report take into account the immigration status of Latino men and boys and help to increase the stability of their lives, despite the uncertainties caused by a shifting legal context.

45 Marin, G., & Triandis, H. C. (1985). Allocentrism as an important characteristic of the behavior of Latin Americans and Hispanics. *Cross-cultural and national studies in social psychology*, 69, 80. Accessed at http://saveethnicstudies.org/assets/docs/proven_results/Academinc-and-social-value-of-ethnic-studies.pdf on 11/7/13.

46 Quintana, S.M. & Scull, N.C. (2009) Chapter 6, Latino Ethnic Identity in Handbook of U.S. Latino Psychology, pp 81-90. Accessed at http://www.sagepub.com/upm-data/29836_Chapter6.pdf on 11.7.13.

47 Quintana, S.M. & Scull, N.C. (2009) Chapter 6, Latino Ethnic Identity in Handbook of U.S. Latino Psychology, pp 81-90. Accessed at http://www.sagepub.com/upm-data/29836_Chapter6.pdf on 11.7.13.

48 Sleeter, C.E. (2011) The Academic and Social Value of Ethnic Studies: A Research Review. National Education Association

Outlining HIP's Initiative to Assert the Right to Dream for Latino Men and Boys

HIP proposes a bold initiative to help Latino Men and Boys to overcome and to remove the barriers put up by structural racism that threaten the futures of Latino men and boys, and of our society as a whole. Borrowing from our own experience with the Funders Collaborative for Strong Latino Communities, as well as the Collective Impact model profiled by the Stanford Social Innovation review, HIP proposes to serve as a “Backbone Organization” of a national collaborative on Latino men and boys. The national effort will invest in the priority areas identified in this report and promote collective learning and knowledge generation about effective strategies.

Building a Knowledge Base About What Works

This paper highlighted promising practices from grassroots organizations whose work is innovative, responsive and culturally relevant. However, due to lack of effective data collection and analysis, none of the practices featured in this report could be considered best practices, as their impact has not been proven. HIP will build on its experience providing data support to the HIP College Collaborative with the Gates Foundation, along with its decades of experience providing capacity-building grants to increase the monitoring and evaluation capabilities of grantees, while providing all collaborative members information about the impact of their investments and the efficacy of the strategies employed.

Making Connections and Refining our Toolkit

In researching and writing this report, common strategies became apparent, even as the featured organizations focused on different issues or were located across the country from one another. However, not enough is known about these strategies among donors or among organizations. HIP will build on its funders' network across the country to create a learning community focused on moving the dial for Latino men and boys and will facilitate one-to-one connections between organizations as they work to refine, understand, and apply effective strategies.

Building a Movement for Racial Healing

HIP will support bridge-building and racial healing between advocacy and membership organizations working with individual ethnic populations to build a grassroots movement to address the shared structural inequities faced by boys and men of color. Building on its strong relationships with philanthropic affinity groups, HIP seeks to create funding streams for bridge-building efforts among advocacy organizations and racial healing initiatives among membership organizations that serve different ethnic groups of men and boys. These efforts would link strong Latino advocacy organizations to other groups working on similar campaigns, as well as membership organizations whose members may be currently alienated from each other. The resulting grassroots advocacy and personal connections would mirror the growing movement at the philanthropic and government level to address the untenable outcomes for men and boys of color.

Appendix 1: Priorities and Strategies to Change the Game for Latino Men and Boys

This table graphically summarizes the winning strategies employed in each of the case studies featured in each priority investment area. When considering an investment to improve outcomes for Latino men and boys, consider investing in the priority areas listed below and how your grantees leverage these strategies in combination

Source: Elizabeth Marie Vance

Critical Areas of Intervention

	Inter-generational Relationships	Building on the Importance of Families	Civic Engagement	Partnerships with Public Systems	Reinforcing Cultural Identity	Addressing Immigration Status
Winning Strategies						
Economics						
Building Assets with Latino Families		●	●		●	●
Seizing Opportunities to Shift Youth to Higher Paying Sectors	●			●		●
Education						
The Schoolhouse as an Incubator for Democracy	●		●		●	●
Inviting Latino Families Into the Classroom	●	●		●	●	
Building Pathways to Careers	●		●	●		
Violence and Incarceration						
Breaking the School-To-Prison Pipeline	●		●			
Developing the Leadership of At-Risk Young Immigrant Men	●	●	●	●	●	●
Prisoner Reintegration		●		●	●	
Social Determinants of Health						
Addressing Cultural Barriers to Health Access		●				

Appendix 2: Foundations Investing in Men and Boys of Color

The following foundations have each made a commitment to invest in men and boys of color. Their investments represent an important and growing investment in equity at a time of growing inequity along racial lines, even as our nation becomes a minority majority country. While not an exhaustive list, the list below includes the 26 members of the alliance of philanthropic leaders that pledged action on issues facing boys and men of color at the April 2013 Council on Foundations meeting. In addition, this list includes national funders in the areas of education, health, violence prevention and juvenile justice as well as local funders from the San Francisco Bay Area, Colorado, Philadelphia, New Mexico, and other sites that have expressed interest in initiatives focused on men and boys of color.

- Annie E. Casey Foundation
- Bernard F. and Alva B. Gimbel Foundation
- Blue Ridge Foundation
- Butler Family Fund
- California Community Foundation
- California Wellness Foundation
- Carter and Melissa Cafritz
- Casey Family Programs
- Chasdrew Fund
- Eckerd Family Foundation
- Edna McConnell Clark
- Foundation for the Mid-South
- Gardiner Howland Shaw
- George Gund
- Hartford Foundation
- Headwaters Foundation for Justice
- John S. and James L. Knight Foundation
- Liberty Hill Foundation
- Living Cities
- Lumina Foundation
- Marguerite Casey Foundation
- Marie C. and Joseph C. Wilson
- Mary Reynolds Babcock Foundation
- Mitchell Kapor Foundation
- New York Community Trust
- New York Foundation
- Open Society Foundations
- Overbrook Foundation
- Pinkerton Foundation
- Prospect Hill Foundation
- Robert Wood Johnson Foundation
- Schott Foundation for Public Education
- Sherwood Foundation
- Sierra Health Foundation
- Silicon Valley Community Foundation
- Skillman Foundation
- Stephen and May Cavin Leeman Foundation
- Stoneleigh Foundation
- The Boston Foundation
- The California Endowment
- The Community Foundation of South Alabama
- The Denver Foundation
- The Elias Foundation
- The Heckscher Foundation
- The Jacob and Valeria Langeloth
- The Kresge Foundation
- The Nicholson Foundation
- The Tow Foundation
- Tides Foundation
- Tiger Foundation
- U.S. Human Rights Fund
- W.K. Kellogg Foundation
- Winthrop Rockefeller Foundation
- Youth Justice Funding Collaborative

Appendix 3: HIP Grantees focused on Latino Men and Boys

These are some of the on-the-ground groups that make up today's ecosystem of programs focusing on Latino men and boys. HIP proposes to build a national movement to change the game for Latino men and boys by aggregating and building off of the work of local organizations like these.

- About Productions
- Bay Area Hispano Institute for Advancement, Inc.
- Boys and Girls Club of the Tulare County
- Central American Resource Center
- Centro Community Hispanic Association, Inc — Centro CHA
- Centro La Familia Advocacy Services
- Centro Legal de la Raza
- Community Settlement Association
- Consejo de Federaciones Mexicanas en Norteamérica (COFEM)
- East Los Angeles Classic Theatre
- El Centrito de la Colonia better known as; Centrito Family Learning Centers
- El Concilio Campesino del Sudoeste (CCS)
- El Futuro
- El Vínculo Hispano
- Familias Unidas better known as; Desarrollo Familiar, Inc.
- Fresno West Coalition for Economic Development
- FYI Films by Youth Inside
- Garment Worker Center
- History Makers International
- Homies Unidos
- Instituto de Educación Popular del Sur de California
- Jamestown Community Center
- Justice Overcoming Boundaries
- Juntos
- Los Cenzontles Mexican Arts Center
- Mariachi Scholarship Foundation
- Media Arts Center San Diego, Inc
- Movimiento de Arte y Cultura Latino Americana
- Latin American Women's Association
- Padres y Jóvenes Unidos
- Parents for Unity
- Proyecto ContraSIDA Por Vida
- Salvadoran American Leadership and Educational Fund (SALEF)
- Santa Cecilia Orchestra
- Spanish Speaking Citizens' Foundation
- Street Level Health Project
- Student Action with Farmworkers
- Teatro Visión de San José, California
- Visión y Compromiso

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