

**White House Initiative on Educational Excellence for Hispanics  
Roundtable on Hispanic Males  
Brief Discussion Notes**

*Welcome*

- At 54 million, Hispanics in the U.S. are the largest, youngest, and arguable the fastest growing population in the nation.
- There is an ever-increasing need for attention on this work. What cracked open the door was the startling statistic that while Hispanics are nearly 24% of all pre-k through 12 public school students, only 7% of teachers are Hispanic, and only 2% are Hispanic males.
- There are myriad data points that indicate gaps and discrepancies between Hispanic young men and boys versus non-Hispanics, and versus young women and girls, which may require their own interventions and supports to address. There are gaps at all levels of the developmental and educational process for Hispanic boys and young men.
- There is a demand in both private and public sector for this work:
  - Recent philanthropy alliance formed to work on improving the lives of young minority males
  - Recent films focusing on the subject – including *Boys in Peril*, *Los Graduados/The Graduates*
  - Congressional request of Dept. of ED to make policy recommendations on closing achievement gaps between African American and Hispanic males, and others.
- There is also a gap in the amount of data collection and analysis, of scholarship, of resources invested, and of general public awareness about the situation for Hispanic boys and young men versus other populations.
- One of the Initiative's strengths is convening, shining a bright light on an issue
- There are others who couldn't be here today, but have expressed strong interest in being involved.
- Goal for the meeting is to establish a common ground around which to organize as a community, on which we can build and drive public policy, private practices, and public awareness to improve outcomes.
- Five areas of emphasis, that align with major administration priorities and initiatives
  1. Early Learning – In 2010, less than half (40%) of Hispanic children aged 3-5 were enrolled in an early childhood ed program (not to mention how many are actually high quality)
    - President's *Preschool for All* proposal (75 billion over 10 years to increase home visiting programs, expand early head start partnerships, and provide high quality preschool for all 4-year-olds.

2. Literacy – In CA, only 1/3 (33%) of Hispanic students are proficient in reading in 3<sup>rd</sup> grade, compared with 64 percent of whites. And studies have shown that for Latino and African American students, those who aren't reading proficiently by 3<sup>rd</sup> grade are *twice* as likely to drop out before finishing high school than white peers.
3. School Discipline – “Students of color are far more likely to be removed from school for disciplinary reasons than other students.”
  - ED and DOJ just issued guidance on school discipline
4. Criminal Justice System Interaction – From a 1997 report by the Bureau of Justice Statistics: “At current levels of incarceration newborn black males in this country have a greater than a 1 in 4 chance of going to prison during their lifetimes, while Hispanic males have a 1 in 6 chance, and white males have a 1 in 23 chance of serving time.”
  - Also, from a 2008 Future of Children report, “Official measures of crime, collected by police agencies and published by the FBI, do not consistently break down data by race or ethnicity, and when they do, they do not focus on Latinos or other nonblack groups.”
5. Employment, social services, and network supports – According to the Bureau of Labor Statistics, Latinos in 2013 accounted for 15.7% of the American workforce and are poised to make up one in three workers by 2050.
  - Young Latino men have a higher unemployment rate than their white peers, and are concentrated in lower-skilled and lower-wage positions.
  - President Obama announced the American Graduation Initiative in 2009, to strengthen our nation's community colleges, and called for five million additional graduates by 2020. Approximately 3.5 million would be from the Hispanic community.

## ***Review of Agenda***

### Common goals

1. Are there other critical areas beyond the 5 mentioned?
2. What would you like to see this group accomplish? Is there a specific outcome we can use to define success?

### Bright Spots

1. Outstanding programs or orgs that can serve as models for others in this work, or key factors or approaches that must be present in any effort? Group can spend only a few minutes here, and dig deeper on this afterward.

### Reframing the Narrative

1. Turning this from a deficit conversation to one of opportunity – for example economic benefits of better educated and trained young Hispanic men.
2. How to gather more attention for the need to work with Hispanic males?
3. Candidly – how can we expand the conversation, which currently sometimes devolves to a binary paradigm?

### Next Steps and Commitments

1. Initial thoughts for how to remain engaged?
2. Is there anything you can offer – an investment of time, resources, or something else to forward this work?
3. Who else should we reach out to include?

### *Discussion*

- More research needs to be done regarding this issue
  - Especially in regards to economic potential of young Latinos
  - Has to start with the steps prior to college
    - Importance of two year institutions highlighted
- It is difficult to maintain interest when people do not even acknowledge certain departments, such as the ethnic studies department that tries to spark an interest in history, culture—to create an educational focus on community. In other words, we need to create a “culture of evidence.” There needs to be more *culturally relevant teaching*, for what is the purpose of education then?
- This is a systemic issue that needs to be addressed in the government, public, and private sector so that people can change the way they think about society—so that they can change it
- Also encouraging more students to then attend more Hispanic Serving Institutions (HSI).
- All these issues are interconnected (education, health, housing, etc.) and require a long-term approach and investment
- Are we missing something other than the data?
  - For example, when asking Latino males about personal aspirations, goals, etc.
    - “No one has ever asked me about that before.”
      - What is the cultural paradigm?
- “Middle school is a key point for boys.”
- There needs to be an emphasis on quickness/turnaround on research/data
  - “We cannot wait.”
- “Leave your comfort zone...stay connected...it all starts locally”
- “This has been a silent crisis in our community.”
- We need constructive criticism about what we might be missing in our research methods
- “We need to leave our comfort zone” and break out of silos, work across issues and agencies

- “Call attention to what is working.”
- There is a lack of a coherent research agenda about this issue. There is a lack of public awareness and understanding about this issue
  - There is an equity question too – issue can be difficult to raise because of concerns about gender equity when focusing on males
  - Local community involvement is necessary to tackle these issues for young Latinos
- One possible way of solving the issue is to study and learn from the framework that has been created for African American males—also leading to possible collaboration with the White House Initiative on Educational Excellence for African Americans. Hope we can work with each other and learn from their successes.
- However, other participants expressed the fact that even though Latinos and African Americans do share similar experiences they are also many differences—especially considering the language and the immigration component.
- What can be learned from work with young African American males and their education?
  - There are several commonalities between the issues both groups face
- There needs to be an emphasis for Latinos, esp. males, in educational roles – higher visibility
  - Role models for boys
- One anticipated issue to keep in mind: expansion of preschool will bring forth more openings for the workforce—but there might not be enough candidates trained to fill the jobs. Therefore, we must think about **long-term** as well.
- Ingrain education into the families/parents, it needs to become a demand, an expectation
- Prioritize whether policy or research
  - Policy – seek out what works?
  - Research – identify what gaps are there to collect data?
  - They are two different approaches with different corresponding actions
- How you frame your issue affects your ability to garner support from philanthropy
  - (e.g. ‘community renewal’ instead of criminal justice reform)
  - Maximize the amount of funding you can receive through relating your cause to an overarching issue
    - “Frame the issue, or be framed.”
- “Don’t do research, do **m**esearch.”
  - Start with yourself, and the people affected in your community
  - “I challenge you to keep thinking about what are we going to do, and why we do it.”
- Document the metrics that are making a difference and **tell** your community about it

## *Closing*

- The Initiative will follow up – figure out ways to organize this group to keep communicating, collaborating, and moving the collective work forward.
- Will share contact list, group photo, and support for amplifying messages around the meeting
- Homework
  - Request for information about conferences, events to leverage the work and reconvene
  - Provide information about publications, existing and upcoming research to build a library
  - Submit names of key individuals who should join this conversation and this group
  - Help elevate this work through blogs, op-eds, social media etc. Use the meeting as an emphasis point